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## ◆ **Instructional Technology Update**

*August is always an exciting month, filled with great expectations for the coming year. This school year, Missouri educators are challenged to maintain high performance standards while dealing with significant budget cuts. In times like this it is especially important for schools to forge strong partnerships -- among the school, teachers, parents, and the community. From our dealings with schools, our MSIP visits, and the Census of Technology data, we know that few districts and schools have business partners. Those schools that do are reaping great benefits. Much can be accomplished by working together, and recent national polls indicate strong public support of educational technologies. As mentioned in one of our feature articles, "Education Partnerships: Strategies for Success" partnerships require commitment, work and focus, but the potential pay-offs make such efforts worthwhile. -Deb*

## **FY02 Instructional Technology Grant Programs**

### Technology Core Budget Suffers

In late July, Commissioner King recommended a budget withholding plan to state officials and the State Board of Education. DESE like other state departments must meet the budget-trimming targets set by Governor Holden. The DESE plan would reduce general revenue spending by nearly \$8 million and, if approved by state budget officials, would reduce by \$1.7 million the

“New Technology Grants” fund that supports the Technology Acquisition and Enhancement and Interactive Distance Learning grants. Once the DESE plan is approved and we have determined how the \$1.7 million will be withheld, we will mail letters to school administrators and grant contact persons and post the letters on our web site.

#### TAG/VIDEO Grants

TAG/VIDEO applications can be submitted anytime through September 15, 2001. While applications will be processed as they arrive, all are “substantially approved” as of July 1, 2001. Be advised that TAG grants (and likely VIDEO, too) will be subject to budget withholding. Plan activities and expenditures accordingly. It should be safe to spend/encumber 75 to 80% of the approved amount.

#### IDL (Interactive Distance Learning) Grants

27 IDL grant applications (12 Implementation and 15 Upgrade) were submitted, requesting over \$1 million in State funds. A panel of five readers evaluated the first-year Implementation and Upgrade grants during the week of June 25. The following grants have been tentatively awarded, pending successful negotiation between the grant contact and the Instructional Technology supervisor.

#### FIRST-YEAR IMPLEMENTATION GRANTS

- Bolivar R-I (joining the Point-to-Point Network), along with Hickory County R-1, Humansville, and Pleasant Hope
- Cole County R-II (joining the MIT-E South Network)
- Dallas County R-I (joining Swat-NET), along with Halfway, Marion C. Early, Wheatland, and Hermitage
- Smithton R-VI and Warsaw (joining the MIT-E Central Network)

#### SECOND-YEAR IMPLEMENTATION GRANTS

- Buchanan County R-IV (forming Western Missouri Education Consortium) with East Buchanan, North Platte and West Platte
- Elsberry (forming PALM Net) with Louisiana, Pike County R-III, Silex, Winfield, and Wright City
- Miller County R-III (forming MIT-E South Network) with Cole County R-I, Cole County R-V, and St. Elizabeth

#### ONE-TIME UPGRADE GRANTS

- Bismarck R-V (upgrading the Mineral Area Consortium) with Arcadia Valley, Central, Eminence, Farmington, Fredericktown, Lesterville, North St. Francois, Potosi, South Iron, Ste. Genevieve, Summersville, Valley R-VI, and Winona
- Stoutland R-II (upgrading FriscoNet) with Crocker, Dixon, Iberia, Laquey, Newburg, and Pulaski County R-IV

#### PENDING UPGRADE GRANTS (may be awarded if budget allows)

- Willard and Republic (upgrading Swat-NET)
- Bell City
- Alton, Ava, Dora, Gainesville, Houston, Mountain Grove, West Plains, Willow Springs (upgrading GrizzNET)
- Strafford

### Federal Technology Grants

Both the House and Senate have passed education bills, but the bills differ in scope and funding. Each has selected conference committee members who will try to work out the differences. Note that both bills include technology programs that would flow through the Department, similar to the old Technology Literacy Challenge Fund (TLCF) program. Still to be determined is how much money will be allotted, when, and under what program guidelines and rules. So, stay tuned...

## **E-rate Funding Commitment Letters and New Forms, and CIPA Certification**

### SLD Issues First Funding Wave of Funding Year 4

The first wave of Funding Commitment Decision Letters for Funding Year 4 (beginning July 1, 2001) were mailed on Monday, July 23. This first wave included over 23,800 letters to applicants and 5,100 letters to service providers, and represents approximately 70% of eligible applications and commits \$395.3 million in Universal Service discounts. New waves are expected to be posted every two weeks. SLD plans to mail letters on Friday, with the next wave mailed on August 3. On the Monday following a mailing, funding data for the wave will be featured on the SLD website at <http://www.sl.universalservice.org>.

### There are Insufficient Funds To Fully Fund All Approved Internal Connections Requests

At this point in the processing of Year 4 applications, it is clear that funds WILL BE sufficient for all approved Priority 1 requests (discount requests for Telecommunications Services and Internet Access) received within the filing window. However, given total demand of nearly \$5.2 billion with funds available of \$2.25 billion, it is also clear that funds will NOT be sufficient to provide discounts on funding requests for Internal Connections with discount percentages of 84% or less. While this threshold will likely be adjusted upward as the review of applications continues, it is NOT clear whether funds will be sufficient to fully fund all approved Internal Connections requests with discount percentages of 90%.

Thus, this wave of letters will reflect denial of requests for Internal Connections at discount percentages of 84% or less. Approved requests for Internal Connections at 90% discount will appear on some letters in this wave with a Funding Status of "As Yet Unfunded." When it is determined that funds will be sufficient to fully fund such approved requests or must be prorated, a second commitment letter will be issued showing the commitments on those 90% Internal Connections requests. No Funding Commitment Decision Letters will be issued in this wave for applications that include funding requests for Internal Connections with approved discount percentages of 85% to 89%.

### New Form 486

Applicants who receive Year 4 Funding Commitment Decision Letters should read the letters carefully, particularly noting that there is a **NEW** Form 486 dated July 2001 that **MUST** be used to notify SLD of Actual Service Start Dates. The new form can be accessed in the SL Forms area of the web site or by calling the Client Service Bureau at 1-888-203-8100.

The Form 486 is how the applicant notifies SLD that services have begun to be delivered or, if the applicant is filing the Form 486 early, that the applicant has confirmed that services will be delivered by the date specified for early filers on the Form 486. SLD will not pay invoices submitted based on commitments issued until it has received and processed Forms 486 for those commitments.

### CIPA Certification

Schools and libraries that receive E-rate discounts for Internet Access must comply with the Children's Internet Protection Act (CIPA). The new Form 486 incorporates the certifications required by CIPA. Versions of the Form 486 featuring a date earlier than July 2001 in the lower right-hand corner will be returned to the applicant, since they will not meet program requirements. In all other Funding Years, to file early, applicants must confirm that services will start on or before July 31 of the Funding Year. For Year 4 only, because of the statutory deadline for CIPA certification, applicants may file early if they have confirmed that services will start on or before October 28, 2001.

### Form 479 Requirement for Schools and Libraries

The Form 479 is the form that all DESE TNP and REAL Program participants will need to complete and send to MOREnet. The form must be postmarked by Friday, September 14, 2001. MOREnet has posted instructions for completing and submitting Form 479 on their web site at <http://www.more.net/usf/form479instructions.html/>.

### **State Approval of District Technology Plans <Reminder -- 6 weeks to deadline>**

To be eligible for TAG grants, every district must develop a long-range technology plan that supports the district's comprehensive school improvement plan (CSIP) and is approved by the local school board and the Department. State approval is good for up to three years. State approval is also necessary for district participation in the Universal Service Fund for e-rate discounts.

The next major review of district technology plans is scheduled for September 28, 2001. Plans ready for state approval should be submitted to the Instructional Technology section prior to September 15, 2001.

A new technology planning assistance web site was posted in April 2001 that helps districts successfully go through the technology planning stages. This "Creating a Technology Plan" web site can be found at <http://www.desse.state.mo.us/divimprove/instrtech/techplan/techplan.htm>.

## **◆ Feature Articles**

### **Education Partnerships: Strategies for Success**

<http://wested.org/cs/wew/view/rs/508>

Danielle Briggs and WestEd provide a downloadable brief that keys the components or conditions that contribute to partnership success. More is accomplished together than alone, and recognition of this reality is prompting many education agencies to form cooperative relationships. Whether they identify themselves as partnerships, alliances, or collaboratives, such efforts bring within reach what might otherwise remain only a distant goal. Note that this brief is one of a series exploring the benefits and challenges of education partnerships.

### **Education and Community Building: Connecting Two Worlds**

<http://www.iel.org/pr0401m.html>

Developed by the Institute for Educational Leadership with support of the Rockefeller Foundation, this report details how educators and community builders can share the goal of improving a community's schools. It draws from interviews with community and education

leaders to identify key points that interfere with or advance collaboration. The report can help dedicated educators and community individuals understand and respect the assets and talents that each brings to the goal of improving student learning. The report can be purchased or downloaded from the IEF web site.

## **Partnerships 2000: A Decade of Growth and Change**

<http://www.partnersineducation.org>

The combined value of the human, financial, and in-kind resources provided by school/community partnerships across the nation is estimated at \$2.4 billion annually, states this new report by the National Association of Partners in Education (NAPE). But, partnerships do not just happen. Partnerships 2000 offers insight into how school partnerships are helping bridge the digital divide, are increasingly focused on professional development, and can help students see and experience their future. Partnerships do not just happen. The report describes current uses of partnerships and provides recommendation for successful partnerships. The report can be downloaded as a full report in pdf or chapter-by-chapter.

## ◆ **eSchoolNews Online**

<http://www.eschoolnews.org/>

eSchoolNews developed this website to provide school technology news and information that meet the specific needs of K-12 educators. eSchoolNews Online offers news stories, case histories, special reports, conferences, and examinations of how technology and the Internet are actually transforming K-12 education. The Microsoft article in this *Newsline* issue is an example of their news reporting.

Likely to be of particular interest in these tight budget times is the web site's Funding Center, which provides up-to-the-minute grant programs, funding sources, and technology funding information. The Funding Center can be found at <http://www.eschoolnews.org/funding/>. Examples of other "Tech Funding News" follow:

- Technology Advice and Resources – PCWorld.com is a resource for technology professional buyers and users of computer products. The site offers quick search access to computer product reviews, product pricing, tips and tricks for using hardware and software, and a library of freeware and shareware. <http://www.pcworld.com>
- Free Linux-based terminal server package – a group of Linux users recently developed a free, easy to install, Linux based server package designed specifically for schools. The K-12 Linux Terminal Server Package (K12LTSP) can be downloaded at no cost and comes ready to run with a number of classroom-focused programs and works with low maintenance, diskless workstations that developers claim are immune to viruses and mischievous student tampering. <http://www.eschoolnews.org/funding>

## ◆ **The TeacherLaptop Foundation**

<http://www.teacherlaptop.org>

Established in May 2001, the TeacherLaptop Foundation is a nonprofit organization "dedicated to enhancing student learning by helping teachers to become comfortable with current

technology so that they are better equipped to integrate technology in the classroom.” The primary goal of the Foundation is to make it possible for every teacher in America to receive a laptop computer and dial-up Internet service for home. They hope to provide laptops and Internet service to 1,000 teachers on Labor Day, and 25,000 teachers by the end of the year. To be eligible, a teacher must be currently employed full-time in an instructional capacity in a school in the United States (public or nonpublic) teaching in a grade K-12. Visit the Foundation’s web site to learn more about this program and to register for your free laptop.

### ◆ **University of Missouri-Columbia Awarded 2001 PT3 Catalyst Grant** <http://ed.gov/teachtech/index.html>

The U.S. Department of Education announced the new grantees for the third year of the Preparing Tomorrow’s Teachers to use Technology (PT3) program. PT3 is a competitive discretionary grant program that supports innovative teacher preparation improvements. In FY2001 two types of grants were awarded: one-year Implementation grants to 74 consortia, averaging \$336,000, to implement full-scale program improvements; and three-year Catalyst grants to 15 national, regional, or statewide consortia, averaging \$619,000, who have the expertise and resources to stimulate large-scale improvements in the development and/or certification of technology proficient educators.

### ◆ **Microsoft to Stop School Software Pirates** <http://www.eschoolnews.org/showstory.cfm?ArticleID=2828>

Software giant Microsoft is stepping up efforts to stop software piracy, and schools that don’t shape up soon might have to pay up. It is seeking to thwart would-be software pirates by adding copy controls to the new version of its operating system and by urging schools to invoke zero-tolerance policies against copyright-violating educators. The company’s latest version of its Windows operating system, Windows XP, contains a technology called "product activation" that creates and stores a profile of the configuration of every PC on which you install the software. This profile allows Microsoft to "lock" each copy of Windows XP to one specific computer. The technology is intended to thwart licensing infringements of the software, and it’s just the latest in a series of steps Microsoft has taken to crack down on software piracy. In fact, a number of school districts have been the target of recent investigations by Microsoft, after company officials received tips that schools were installing single-user copies of Microsoft Office on multiple hard drives. For the complete story, go to:  
<http://www.eschoolnews.org/showstory.cfm?ArticleID=2828>

### ◆ **eMINTS Program Named Finalist for 2001 Stockholm Challenge Award**

The eMINTS (enhancing Missouri’s Instructional Networked Teaching Strategies) program has been named a finalist for the 2001 Stockholm Challenge Awards. The Stockholm Challenge Awards program for worldwide instructional technology projects focuses on the positive effects of contemporary information technologies though technology itself is not the focus. The Challenge’s mission is to help people share knowledge and experience in the field of applied technology and to learn from the accomplishments of others.

eMINTS is one of eight U.S. entries among the 23 worldwide finalists in this year’s Education category. One hundred finalists in seven categories have been chosen from 742 entries from over

90 countries based on creativity, innovation and the desire to stimulate and share knowledge using information and communication technologies.

The eMINTS program is sponsored by the Missouri Department of Elementary and Secondary Education (DESE) and Missouri Research and Education Network (MOREnet). It is an action research project aimed at transforming the instructional process by supporting elementary teachers as they change their teaching practices to student-centered, inquiry-based approaches that appropriately use a wide range of multimedia technology in classrooms designed for the 21<sup>st</sup> century.

“Everyone at MOREnet should be really pleased with what MOREnet is accomplishing through eMINTS’ efforts,” Bill Giddings, the eMINTS Program Director, said. “The success of the eMINTS program is a combined effort of many people to make sure everything goes smoothly. For this ‘old teacher’ the achievement levels of the students and the growth of the teachers has been most rewarding. The recognition of MOREnet and eMINTS is the icing on the cake.”

According to OSEDA evaluation reports (<http://emints.more.net/evaluation/>) students in technology-rich classrooms, such as those the eMINTS model supports, score significantly better on standardized MAP tests than students in other Missouri elementary classes. Teachers report more focused attention, improved behavior, and greater success for students of all ability levels in eMINTS’ 21<sup>st</sup> century classrooms.

Bill Giddings, Monica Beglau, the eMINTS Instructional Program Leader, and Renee Martin-Kratzer from MOREnet Communications staff, prepared the eMINTS application for the Stockholm Challenge. “With each application (for award or recognition) our goal is to raise the awareness level of what MOREnet and the State of Missouri are doing. There is also the opportunity for us to network with other applicants.” Giddings reported, “This week I received e-mail from another Challenge applicant, Greenstar, a program that delivers solar power, health, education and environmental programs to small villages in the developing world--and connects people in those villages, and their traditional cultures, to the global community. Their original site was Alexandria, Egypt, but now they are also working in Al-Kaabneh, West Bank, Palestine; Swift River, Blue Mountains, Jamaica; and Paryatapur, Andhra, India. Greenstar is interested in exploring possible ways we might collaborate between our programs.”

Such collaboration is one of eMINTS’ goals for introducing the global community to Missouri classrooms through the use of advanced technologies and teacher training. “Some of my students had hardly traveled outside of their county, but through the Internet, they were able to go anywhere in the world,” said a teacher from the southern Missouri community of Dora.

In the 2001-2002 school year the eMINTS program expands into 63 school districts across the state of Missouri. eMINTS classrooms have high speed Internet connections to enhance students’ and educators’ learning experiences. The rooms are equipped with one computer for every two students, an interactive white board and high lumen projector, color printer, scanner, digital camera, desktop videoconferencing, productivity software, teacher workstation and laptop supported by a major investment in teachers’ training and professional development and full technical support.

This is not the first time MOREnet has been recognized for its K-12 education programs. The MINTs (Multimedia Interactive Networked Technologies) project (<http://mints.more.net/>), the pilot project from which eMINTS evolved, earned a Smithsonian ComputerWorld Laureate in



Education & Academia in 1999 ([http://www.cwsmithsonian.org/cgi-bin/db3/innovate\\_main.pl?fid=948735705.170009&cgifunction=form](http://www.cwsmithsonian.org/cgi-bin/db3/innovate_main.pl?fid=948735705.170009&cgifunction=form)).

For more information about the eMINTS program, visit <http://www.emints.more.net>

For more information about the Stockholm Challenge visit

<http://www.challenge.stockholm.se/challenge.html>

For information about MOREnet, see <http://www.more.net/>

## ◆ Learning With Technology

### *--Featuring Stoutland R-II and Cole County R-V*

#### Stoutland R-II

Project Media Access was a complete success in the Stoutland R-II School District; which is located 10 miles northeast of Lebanon, Missouri. This project provided networked computers to every junior and senior high classroom; a 30-station lab with digital projector and networked printing; and a lab assistant that provided key help to language arts and science classes in the first year of the grant and also math and social studies classes in the second year. Professional development was provided for teachers to view video training on software products they use in their curriculum. The offering of community training classes has brought increased support of technology to the school.

Using the networked technological resources, students in grades 7-12 improved their word processing, keyboarding, and basic computer skills as teachers integrated technology into the curriculum of their respective grade levels and subject areas. Through Project Media Access, the following objectives were completed:

- 80% of all students in grades 7-12 demonstrated a proficiency of 80% or more on a scoring guide in computer literacy skills
- 90% of all students in grades 7-12 produced a technology-based project in one of the core areas
- 100% of all classroom teachers used technology in at least 4 activities.
- 100% of all classroom teachers received 8 hours of training in addition to videotape training and assistance from a lab assistant.

U.S. Representative Ike Skelton viewed the impact of the TLCF grant on Stoutland R-II Schools. Articles about Project Media Access, the grant, and other technology programs were published in a front page article of the Lebanon Daily Record.” For more information contact Dan Sample at [Dan@ccr2.k12.mo.us](mailto:Dan@ccr2.k12.mo.us).

#### Cole County R-V

Cole County R-V School District located in Eugene, is a rural K-12 school with an enrollment of 757 students. The district is located 20 miles south of Jefferson City and consists of several small towns including Eugene, Mary’s Home, Henley, Brazito, and Honey Creek. In 1999-2000, the district received a TLCF infrastructure grant “Eagles Soar N2 2000”.

The grant focused on two key areas: communication arts and the progression of keyboarding skills. Outdated Macintosh units were replaced in the 7<sup>th</sup> and 8<sup>th</sup> grade computer labs with 25 Intel PIII’s. A Smartboard and projector were installed along with 2 laser printers, 2 color printers, Student Writing and Research Center software. English, history, and business keyboarding classes produced short stories, reports and various assignments that were published



in the online newspaper created by the 7<sup>th</sup> & 8<sup>th</sup> grade students. All classes worked in conjunction with the business keyboarding class, producing the "7<sup>th</sup> & 8<sup>th</sup> Soar Online" project which can be viewed at the following address:

<http://www.coler.k12.mo.us/eaglessoarn22000.html>

As a celebration of the ending of the first year, a "Students Teach Parents Technology N 2000" night was scheduled. This allowed students to share learning experiences with their parents. During the summer the technology coordinator offered Internet/computer courses to the community. There was an overwhelming response from the community. It was a tremendous event for both students and parents who attended the hands-on activities.

In the second year, we installed 25 Intel PIII's, 2 laser printers, Students Writing and Research Center software in the newly created K-6 computer lab. K-6 students visited the lab once a week, practicing keyboarding with appropriate software and utilizing the Student Writing Center software to produce creative writing projects that were posted on the elementary Soar Online newspaper. A technology night celebration for K-6 students and parents will be held in late October. This will allow students to share their learning experiences with their parents.

The "Eagles Soar N2 2000" goals would never have been attained had it not been for the TLCF grant. Students MAP scores have improved over the past two years of the project. This is due, in part, to the ability to allow students hands-on experiences that enhances the curriculum in an ever-changing technological world. For more information contact Lisa Bashore at [Bashore@coler-v.k12.mo.us](mailto:Bashore@coler-v.k12.mo.us) or call 573-498-4000.

## ◆ **Interactive Distance Learning In Action**

### *--Featuring Fort Osage School District*

#### Fort Osage

Fort Osage School District began I-TV about 5 years ago with a grant from the Department and Southwestern Bell forming a consortium of Grain Valley, Missouri City, and Fort Osage school districts. The first few years were great because of the money that was made available through the grant. We were able to direct a T-1 line to each of the schools, allowing us to have near perfect transmission at all times. During those first few years we had our share of problems, but all in all, it was quite successful. We taught Japanese, French and Spanish via the network.

About two years ago we had a small problem develop. Grain Valley and Fort Osage both installed firewalls, and then the fun began. A firewall is very effective in eliminating unwanted people from getting into our school's network. It is so effective that it completely eliminated our interactive network. MOREnet helped us try to eliminate the problem. We were successful sometimes and unsuccessful other times. We were able to upgrade our system to a more reliable video conferencing system. This system does allow some transmissions through the firewall, but often creates other "headaches".

Currently we have added two schools to our network, Cler-Mont Elementary and Blue Hills Elementary in our district. We have had a few successful interactive sessions but we are still on the cutting edge of this exciting technology. We still have connections with Grain Valley and Missouri City and have had some very interesting interactive sessions. The loss of the grant eliminated our T-1 connections to each of these school districts and now we rely on our MOREnet connections that provide Internet services to our entire districts. The bandwidth is simply not large enough to support steady transmissions; however, we still can connect to other sites at certain times during the day.

We have a great working relationship with UMKC and Tom Brennemen. He has been very instrumental in making our system work better, and we have had some great interactive sessions. Missouri City also has many interactive projects going on during the year. Until Fort Osage and Grain Valley have faster connections we will be limited in the amount of projects we can have.

I feel this is still a very effective source of technology that will certainly become more useful in the years to come. Bandwidth, firewalls, and many other hurdles will have to be conquered before Interactive Television will be completely successful. I have thoroughly enjoyed working with Interactive Television and Distance Learning. I hope the State Department will continue to support efforts such as Interactive Television and Distance Learning. For more information contact Gary Brock at [gbrockl@swbell.net](mailto:gbrockl@swbell.net)

## ◆ Professional Development Tip of the Month

--Submitted by DeAnne Bartrow, Lone Jack Schools

### Professional Development: Discovering What Works for Your District

Teaching teachers is a complex task. Different learning styles, changing group dynamics, high stress levels, short attention spans, and no compensation for out-of-contract training time are all critical issues that hinder effective professional development.

Imagine instructing a group of teachers comprised of a veteran teacher reluctant to try something new, a returning teacher involved in a divorce, another eager to pick her son up from soccer practice on time, and another who was just engaged in a phone call from a rude parent. In addition, none of them were receiving a dime for participating in the after school training that they were expected to attend.

Although I have not encountered this exact scenario, I have scheduled multiple training sessions on various topics where my adult learners were not ready and eager to begin when I entered the room and where most, if not all, were there without stipend. After patiently awaiting the summation of the day's venting and mentally recording the times that some told me they would have to leave early, I began to see teaching teachers as more of a challenge than my squirmiest of middle schooler.

Determined to discover what works, I decided to move beyond simply addressing their professional needs to accommodating their emotional and physical needs within the realm of training as well. I firmly believe that no one model for professional development will fit every school district. Because economic, cultural, geographical, technological and social factors affect the way a school district operates, professional development must be tailored to *that* area. Ideally, it should even be somewhat unique to a school faculty.

I do believe, however, that planning is somewhat universal. Although my training style and approach evolve each year, my general preparation is relatively unchanged.

1. Know the Starting Point

Although this is a daunting task, determining the faculty's, student's, and district's needs is critical. Because it is impossible for most to assess and interview each faculty member individually, I create a general survey that reflects key areas of the district's CSIP manual, Technology Plan, and administrative vision. This enables me to justify the types and vary the methods of training.

2. Identify Obstacles and Substitute with Opportunities  
Over the past two years, I have identified five major obstacles hindering professional development in my district. By listening to my peers talk about their conflicts in and with training sessions, I have been able to identify possible ways to replace those issues with positive opportunities. An organizational chart enables me to present the brainstormed solutions to the Professional Development Committee for feedback.

2000 FY Obstacles	2001FY Opportunities
Daycare Conflicts	*Training sessions will start later to provide time to pick up children *Child Development class will watch children in the library for credit, play games and offer homework help to children of trainees *Teachers can choose multiple smaller sessions or fewer longer segments
Varied Learning Styles	*Course catalog will reference teaching method & become more project-oriented *Learning Styles will be discussed in each session *Utilize previously trained teachers with multiple learning styles as instructors
Low Attention Span After Work	*Provide first ten minutes of debriefing time *Provide more job-embedded training for those unable to stay after school
No Compensation for After School Training	*Petition school board to approve stipends for after school sessions *Job embed more training sessions and pay for substitute teachers *Create corporate-sponsored "training scholarships" for faculty after school *Teachers apply and propose a follow-up project if awarded
Information Overload	*Cover fewer topics in one session *Assign follow-up support in the classroom with student technology interns *Create PD library for supplemental materials (books, CD-ROMs, videos, URLs)

I am optimistic that through trial, modification, and open dialogue, my faculty and I will come closer each year to discovering what works for the teachers in the Lone Jack District. Furthermore, through cross-district discussions on the nature of effective teaching and training, we can come a little closer to determining what works best for teachers in Missouri. For more information contact DeAnne Bartow at [dbartrow@aol.com](mailto:dbartrow@aol.com)

## ◆ Copyright Question of the Month

- Q. May a student prepare and present a multimedia project using copyrighted material in the allowed portions to an audience including people other than class members (e.g. parents, community members, students from other classes, etc.) during the scheduled class time?
- A. The student may perform and display their own multimedia educational project only **in the course for which it was created**. Only the educator and students enrolled in the course may view the presentation.

Note: If a student wishes to perform or display their multimedia project outside the course for which it was created, the student must obtain permission for **all** copyrighted materials included in the project.

## ◆ Mark Your Calendar

### August

1	Newsline published online
3	First payment for 2001-2002 TAG and VIDEO Grants
13	Fall Technology Conference registration begins
25	Newsline articles due

### September PREPARE TECHNOLOGY PLANS FOR SEPTEMBER SUBMISSION

1	Newsline published online
15	Technology Plans due to DESE
15	TAG and VIDEO Grant applications due
28	Reading of Technology Plans
30	Last day to obligate salaries, purchased services and travel (TLCF grant)

## ◆ Upcoming 2001 Conferences

August 5-7	Administrator's Conference Tan-Tar-A Resort, Osage Beach, MO
August 6-8	International Conference on Advanced Learning Technologies Madison, WI <a href="http://lttf.ieee.org/icalt2001">http://lttf.ieee.org/icalt2001</a>
August 8-10	17 <sup>th</sup> Annual Conference on Distance Teaching and Learning: Distance Learning 2001 Marriott Madison West, Madison, WI <a href="http://uwex.edu/disted/conference">http://uwex.edu/disted/conference</a>
October 7-9	Missouri Educational Technology Conference 2001-- A Technology Odyssey Tan-Tar-A, Osage Beach, MO
October 17-20	School Tech Expo—Professional Development for Education Technology Leaders Hilton Hotel and Towers, Chicago <a href="http://schooltechexpo.com">http://schooltechexpo.com</a>
October 18-21	SchoolTech Expo & Conference Chicago, Illinois <a href="http://www.schooltechexpo.com">http://www.schooltechexpo.com</a>
October 23-24	Connected Classroom Conference Seattle, WA
October 24-25	National Science Foundation Regional Conference University of Washington, Seattle, WA <a href="http://www.nsf.gov">http://www.nsf.gov</a>
October 29-30	Connected Classroom Conference Las Vegas, NV
November 7-10	15 <sup>th</sup> Annual Technology + Learning Conference Georgia World Congress Center, Atlanta, GA National School Boards Association ITTE: Education Technology Programs <a href="http://www.nsba.org">http://www.nsba.org</a>

## ◆ From the Mailbag

Classroll.com

<http://www.classroll.com>

Classroll.com gets teachers and students on the web with practical applications. The site provides teachers with an on-line gradebook and attendance program and provides a place for them to create lesson plans. It gives parents instant access to their children's grades, attendance, homework, discipline and class activities. It can be interfaced with the district's student information system to update attendance and grades easily, providing administrators with anywhere-anytime access to the information.

Classroll.com is an ASP model that complies with COPPA guidelines. The database is housed in a secured data center featuring multiple security safeguards. Classroll.com is available to schools on a per-student basis. The fee covers all the applications and shared district resources as well as a support package including: phone conference setup, e-mail support for administration and teachers, and online documentation.

To see an actual working demo of the product, contact a sales representative at [sales@freefromit.com](mailto:sales@freefromit.com) or call toll-free at 1-877-686-2167.

"A Toolkit for Action" Holds The Utensils For Fixing The Digital Divide

<http://www.childrenspartnership.org/youngamericans>

The Children's Partnership, a national nonprofit organization, in response to the growing need for a skilled work force, has posted a new online resource with state-by-state information tools addressing the digital age. The "Toolkit for Action" includes a National Fact Sheet with the latest data on U.S. kids and families online at home, school, and in the community. It also contains a framework for policy action, including examples from communities where the ideas are being tried, as well as a State Fact Sheet with current statistics about young people and technology. There is also a state policy model with actual language from a proposal currently being considered in one state, as well as a list of resources for further information and assistance.

Classroom Connect, Inc.

Classroom Connect is a leading provider of online and face-to-face learning resources for K-12 education. The company offers an online subscription service that combines the quality standards-based curriculum content and online professional development, creating comprehensive K-12 learning solutions. The subscription service can be personalized for any individual classroom, school, district or state depending on their unique educational requirements, giving administrators and teachers complete control of their educational technology experience. Included in the Classroom Connect Now subscription is the award-winning Connected University™ online professional development for educators, as well as Classroom Today™ and The Quest Channel™ online curriculum for students. Classroom Connect also offers a range of face-to-face training options that range from two-day onsite workshops to in-depth staff development conferences held in several cities throughout the country. For more information, visit Classroom Connect's Web site at [www.classroom.com](http://www.classroom.com) or call (800) 638-1639.

### Annenberg/CPB Workshops

Two new workshops begin in October. Science in Focus: Force and Motion prepares K-8 teachers in science content. Primary Sources: Workshops in American History is for high school history teachers, and explores the use of primary-source documents in the research and interpretation of American history. Both workshops are described in detail at <http://www.learner.org/channel/workshops/fall01/> The registration deadline is September 15.

### ◆ Internet Sites of Interest

Teacher Communication/Relations With Parents  
Improving Home-School Communication

<http://www.scre.ac.uk/spotlight/spotlight30.html>

National PTA Teacher's guide to Parent and Family Involvement

<http://www.pta.org/programs/teachbi.html>

School Home Communication Brochure

[http://www.Elmhurst.k12.il.us/publications/schoolhome\\_comm.htm](http://www.Elmhurst.k12.il.us/publications/schoolhome_comm.htm)

Space Day

[www.spaceday.com](http://www.spaceday.com)

Students will enjoy exploring black holes, interviewing astronauts, and participating in a live, interactive Webcast on Space Day. Teachers will find an informative space exploration time line, directions for building a scale model of our solar system, details about local Space Day events, and more.

Cinco De Mayo

[www.zianet.com/cjcox/edutech4learning/cinco.html](http://www.zianet.com/cjcox/edutech4learning/cinco.html)

Students will learn about Mexican heritage. Students can also follow the links to see Mexico's map and flag, hear mariachi music, find out about Mexican food, and make their own piñatas!

Learn About Japan

[www.jin-japan.org/kidsweb/index.html](http://www.jin-japan.org/kidsweb/index.html)

This is a kid-friendly site from the Japan Information Network introduces students to their neighbors across the Pacific Ocean. Engaging articles and pictures offer a glimpse into Japanese history, culture, schools, folk legends, sports, and daily life.

Memorial Day

[www.kidsdomain.com/kids/links/Salute\\_to\\_Veterans.html](http://www.kidsdomain.com/kids/links/Salute_to_Veterans.html)

Children will learn about the history of Memorial Day and Veterans Day, and read about 20<sup>th</sup> century wars and conflicts. They can also view vintage World War II posters and gather ideas for projects to commemorate our veterans.

Cyber Camp

[www.worldbook.com/fun/wbla/camp/index.html](http://www.worldbook.com/fun/wbla/camp/index.html)

This introduces students to the World Book Encyclopedia's Cyber Camp where they can "hike" through virtual wetlands and forests and learn about plants and animals. They can find instructions for hands-on arts-and-crafts projects, gather recipes for summertime treats, or tackle challenging riddles.



### Internet Library

[www.ipl.org/youth](http://www.ipl.org/youth)

The youth division of the Internet Public Library is a great resource for students in all grades. Link to kid friendly sites about history, computers, math, science, sports, crafts, and other fun stuff. Check out the “Reading Zone” for sites on poetry, fables, authors, and more.

### Sign Language

[www.handspeak.com](http://www.handspeak.com)

Try your hand at sign language! Click on the alphabet to access over 300 words. Then pick a word to watch slow-motion pictures of a person signing it and to read a description of the hand movements.

### Great Site For All

[www.handspeak.com](http://www.handspeak.com)

You don't have to be an AOL member to use AOL at school. Students in all grades can link to age-appropriate sites in all curricular areas. The primary-grade search tool uses helpful picture icons and simple words, perfect for emergent readers. Teachers can create their own calendars, online grade books, and Web sites; gather lesson plans; and learn about professional development.

### Standards-Based Teachers' Site

<http://marcopolo.worldcom.com/>

WorldCom Foundation creates this quality K-12 teachers' site in partnership with educational organizations, such as the National Council of Teachers of Mathematics. It has six discipline-specific Web sites, plus over 500 lesson plans and cross-curricular resources. MarcoPolo also offers free on-site professional development programs and downloadable teachers' guides on using the Internet in the classroom.